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ABSTRACT

Statistics indicate that 15 percent of beginning teachers leave the profession after the first year of teaching, and more than 50 percent leave within 6 years. This study was conducted to identify the problems and concerns faced by neophyte teachers at the middle and high school levels, and to distinguish between the concerns of first-year, second-year, and experienced but non-tenured teachers, new to the school district under study. The sample--middle and high school teachers in a growing school of Maryland (N=68) completed a questionnaire requesting demographic data, and rankings of both classroom and out-of-class concerns. According to the data analysis: (1) first-year teachers' concerns focused on the classroom, and tended to focus more on dealing with individual student differences, working with special needs students, and classroom management and discipline; (2) the majority of first-year teachers (63 percent) were under 25, while the other groups ranged in age from 26 to 45; and (3) older teachers reported greater concern over outside-the-classroom issues such as extracurricular assignments. Based on the responses, recommendations are offered which address: opportunities for inservice activities, peer mentoring, creation of professional development programs for all teachers, and the availability of support and assistance throughout a teacher's career. The bulk of the paper is an appendix containing statistical tables (numbered 6 through 33) detailing the study's findings. (Contains 15 references.) (LL)

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CONCERNS OF BEGINNING MIDDLE AND SECONDARY SCHOOL TEACHERS

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INTRODUCTION

Despite extensive recruitment efforts by school districts across the Nation to attract prospective teachers, an alarming number of beginning teachers leave the profession within five years of entering the field. Statistics indicate that one out of seven (15 percent) of new teachers leave teaching after their first year and more than 50 percent have left within six years.

School districts are beginning to recognize that schools cannot function effectively when its practitioners leave the field in such large numbers. Some jurisdictions have initiated Professional Development Programs for entry-level teachers in an attempt to identify and deal with the factors which have such a negative impact on some new teachers that they quickly leave the profession which they initially identified as their first career choice.

Presidents and politicians, parents, business leaders, and citizens concerned over the quality of American education endorse the importance of teaching--and teachers--as vital to the well-being of our Nation. Yet, teachers continue to leave the profession in record numbers. The purpose of the present study was to discover the problems and concerns faced by neophyte teachers that so adversely affect their willingness to continue in the profession.

REVIEW OF LITERATURE

Over the past two decades, increasingly severe problems, ranging from aggressive and hostile students, pupils' cultural mores and values at variance with those of their teachers, youngsters for whom English is a "second" language, students with physical and learning disabilities needing special education, and dwindling resources and reductions in staff have seriously affected teachers' ability--and motivation--to teach.

An analysis of 83 studies by Veenman (1984) covering a 20-year period revealed that the greater the number of problems new teachers encountered, the more likely they were to leave the profession. Marso and Pigge (1987) investigated the extent to which 24 different working conditions contributed to the "reality shock" experienced by beginning teachers in Ohio's public urban schools. Highly significant differences, reaching the .001 level, were reported between prior-to-employment and on-the-job views of teaching.

McDonald and Elias (1983) reported in their study of the problems of beginning teachers that the first and primary concern of these teachers was "controlling the class," followed by planning class activities and understanding their students.

Peterson and Wesley (1993) investigated pre- and post-student-teaching candidates (K-12) in a Maryland undergraduate teaching training program, to identify anticipated problems and

those experienced during the student-teaching practicum. Their findings confirmed those of earlier researchers; only 1/3 of their 201 respondents felt they were adequately prepared to handle "discipline problems," an area in which 90 percent had indicated concern. Anxiety over class control was also reported by a similar group of 178 K-12 student teachers at the same University, surveyed by Kiley and Coulby in 1991.

In 1989, Boccia surveyed graduates of a certification program at the University of Massachusetts, Lowell. The respondents, primarily first- and second-year teachers at middle and high schools in Massachusetts and New Hampshire responded to a 197-item questionnaire. Sixty-seven percent of the sample returned the surveys which focused on (1) Classroom Concerns, (2) Outside-the-Classroom Concerns, (3) Topics of Teacher Success, (4) Assistance Beginning Teachers Want, and (5) Support Available on the Job. Areas were ranked by mean value on a four-point Likert scale. The high ranking areas of concern were "knowledge of content and curriculum," "knowledge of the learner group," "appropriateness of subject matter to the learner," "lesson planning," "student-teacher interaction," and, "classroom management."

Henry (1986) surveyed principals of Indiana junior high schools, middle and high schools and first- and second-year teachers in the same schools to determine the strengths and needs of beginning teachers, to identify procedures that could help

teachers and also the reasons teachers left the profession after the first year. Seven areas were included in the survey: Basic Competencies, Knowledge of Subject Matter, Teaching Skills, Personal Relations, Professional Qualities, Supervision, and Reasons First-Year Teachers Leave Teaching. Statistically significant results (.05 level) indicated that "teaching skills" (which included maintaining order in the classroom) was the area most in need of improvement.

Echternacht (1981) surveyed 85 Missouri teachers completing their first-year of teaching, 75 completing their 10th year of teaching and 28 completing their 20th year of teaching in order to identify and compare the instructional problems encountered by each group. Comparisons were also made between large and small schools. First-year and experienced teachers agreed that their biggest problem was "students' indifference to school." The greatest difference between first-year teachers and their more experienced colleagues was in the area of maintaining classroom discipline; first-year teachers felt more threatened by students who were discipline problems than their more experienced colleagues.

METHODOLOGY

In the fall of 1992, 68 middle and high school teachers in a growing school district of Maryland, some 50 miles north of Washington, DC, and 30 miles northwest of Baltimore, MD, were surveyed to identify their concerns and the problems they faced

as they began to work in the school district. The school system had recently initiated a Beginning Teacher Program and was very supportive of collecting information from these new faculty.

The instrument used for the present study was an adaptation of the survey designed by Boccia, as the categories covered were those of interest to the researcher and the items had been validated and tested for reliability. Two of the five sections were selected--(1) Classroom Concerns and (2) Out-of-Class Concerns--as most pertinent to the scope of this inquiry, which was to identify and distinguish between the concerns of first-year teachers, second-year teachers and experienced but non-tenured teachers, new to the school district, who were employed full-time and part-time during the 1991-92 school year.

The sample consisted of 25 first-year teachers; 15 second-year teachers, and 28 teachers with previous teaching experience in other school systems employed for the first time in the school district being studied.

Of the first-year teachers, 16 were employed in middle schools and 9, in high schools; of the second-year teachers, 7 taught in middle schools and 8, in high schools, while the experienced group, new to the school district, consisted of 15 teachers employed in middle schools and 13, in the high schools.

Names of all teachers were supplied to the researcher by Director of Secondary Schools for the school district, following a conference in which the adapted version of Boccia's survey was

approved for use in collecting the data as to these teachers' concerns and problems in working with their students. Final approval to conduct the study was given by the County Deputy Superintendent of Schools.

Demographic data requested included age, school level at which the respondents were presently teaching, and previous teaching experience. Respondents were assured of confidentiality and anonymity of all information received.

Added to the questionnaire was space for "Comments" to permit respondents to include information they felt should be known to the researcher which was not reflected in any of the survey items.

With the approval of the school administration, surveys were mailed to each of the teachers in the sample early in October of 1992, using the interschool mail system. A second mailing was also sent one week later, asking teachers who had not already responded to do so by October 30. Of the 90 teachers receiving the questionnaire, 68 useable surveys (75 percent) were returned.

The following null hypotheses were tested: (1) there is no difference in the concerns of first- and second-year teachers; (2) there is no difference in the concerns of first- and second-year teachers and experienced but non-tenured teachers; (3) there is no difference in the concerns of teachers in different age groups; and, (4) there is no difference in the concerns of middle

and high school teachers. Analysis by gender was not practical due to the small number of males in the sample.

FINDINGS

Analysis of variance was used to compare the classroom problems of first-year teacher, second-year teachers and experienced but non-tenured teachers. Tables 12 and 13 in Appendix A report the groups' responses to specific concerns and results of the analyses.

Classroom Concerns--All Respondents

Only 3 of the 31 classroom-related concerns resulted in highly statistical differences: Classroom control, management and discipline, significant at .002; Dealing with Individual Student Differences, significant at .0005; and, Students with Special Learning Problems, significant at .0005. All three areas, not unexpectedly, were of more concern for first-year teachers than for second-year or experienced but non-tenured teachers.

When the three groups ranked their top five classroom concerns, (Tables 6 through 11, Appendix A), the 25 first-year teachers cited time spent in preparation/evaluation, as their most important problem, followed by students with special learning problems, classroom control, management discipline, lesson/unit planning, and dealing with individual student differences.

For the 15 second-year teachers, time spent in preparation/evaluation was also ranked as their top concern, followed by record keeping, administrative matters, classroom control, management, discipline, diagnosis of student capability/knowledge, lesson/unit planning.

Even the 28 experienced teachers, new to the school district, reported the same first concern as first- and second-year teachers, time spent in preparation/evaluation, followed by record keeping, administrative matters, adequacy of supplies, lesson/unit planning and curriculum materials' knowledge.

Outside-the-Classroom Concerns

When the three groups ranked outside-the-classroom concerns and problems, no statistical differences were found among first-year teachers, second-year teachers, and experienced but non-tenured teachers. Rankings by the three groups indicated that for the first-year teachers, physical and emotional stress was their primary concern, while for the first out-of-classroom concern for second-year and experienced but non-tenured teachers was learning how things are done by teachers in the school. However, both of these groups ranked physical and emotional stress as their second concern.

For the first-year teachers, concerns over understanding union issues, learning how things are done by teachers in the school, and finding out about community resources were ranked 3rd, 4th, and 5th. For the second-year teacher, relations with

parents was their 3rd concern, followed by sense of isolation from other teachers, 4th; and knowing how and when to use special school services was 5th. Experienced teachers ranked teacher legal rights as their 3rd concern, followed by understanding union issues, 4th, and knowing how and when to use special school services. Though the order varied among the top five, all three groups registered concern about stress, professional issues, and utilizing community and school resources.

Differences in Concerns of Different Age Groups

The data were also analyzed to explore differences experienced by the respondents when the age factor was included. Of the 68 teachers in the sample, 31 were under the age of 25; 19 were between 26 and 35, and the remaining 14, between 36 and 45 years of age.

Classroom and Outside-the-Classroom Concerns. Tables 22 and 23 shows that only 2 of the 31 items were statistically significant, at the .05 level, knowledge of adolescent development and behavior, and at the .02 level, extracurricular activities.

Concerns by Teaching Level--Middle or High School. When the data were analyzed by teaching level, 4 of the 31 items were found to be statistically significant. (See Tables 32 and 33 in Appendix A.) High school teachers reported more concern than middle school teachers regarding sense of isolation from other

teachers, relevance of subject matter to students, extra-curricular assignments and building administrators.

Middle school teachers generally rated classroom concerns as more severe than high school teachers, while the high school teachers considered the outside-the-classroom concerns more pressing.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions. Analyses of the responses of the 68 beginning teachers studied found highly significant differences among the three groups. Rankings of first-year teachers's concerns were far higher than second-year teachers or the group of experienced teachers, new to the school district, for dealing with individual student differences, working with students with special learning problems and classroom control, management and discipline. No pre-service course can adequately prepare the new teacher for dealing with the personalities of over a hundred youngsters each day, nor equip the neophyte in diagnosing and designing appropriate lessons for the myriad of students' learning problems. First-year teachers often describe their job as "overwhelming."

The majority of first-year teachers (63 percent) were under 25 while the second-year teachers and the experienced teachers new to the school district ranged in age from 26 to 45. These older teachers reported greater concern over "outside-the-classroom" concerns, such as extracurricular assignments, while the first-year teachers' concerns were focused mainly in the

classroom. It is quite possible that these two groups of older teachers, coping with the pressures of "juggling" the personal responsibilities of family with teaching, felt additional extra-curricular duties more keenly than the first-year teachers.

Recommendations. The issues identified by the three groups point to opportunities for in-service activities, peer mentoring, and creation of Professional Development Programs for all teachers. Support and assistance should be available from the first days of entering the profession throughout the teacher's entire career to address issues needing attention.

Colleges and universities preparing teachers should be apprised of the needs identified by teachers as they enter--and continue--in their profession in order to provide initial and advanced training in the areas identified as needing assistance.

Cooperative efforts by school administrators--in providing effective support services through Professional Development Programs and training cadres of experienced teachers to serve as mentors--and teacher-training institutions in offering the knowledge and skills which teachers have identified are crucial to enable teachers to maintain their effectiveness in the classroom. Failing to meet the needs of today's teachers will result in a continued, crippling loss of dedicated educators from our schools; a consequence America cannot survive.

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APPENDIX A

Table 6

Rank Order of Classroom Concerns of
First Year-Teachers N - 25

Concern	Scale (1-4)	Rank
Time spent in preparation/evaluation	3.04	1
Students with special learning problems	3.00	2
Classroom control, management, discipline	2.92	3
Lesson/unit planning	2.72	4
Dealing with individual student differences	2.71	5
Record keeping, administrative concerns	2.56	6
Adequacy of supplies	2.52	7
Grouping for effective instruction	2.38	8
Curriculum materials, knowledge	2.28	9
Relevance of subject matter to students	2.16	10
Knowledge of varied teaching techniques	2.13	11
Designing tests, projects to evaluate student learning	2.12	12.5
Diagnosis of student capability/knowledge	2.12	12.5
Grading student work	2.04	14
Knowledge of adolescent development, behavior	2.00	15
Skill in conducting discussions	1.96	16
Content area knowledge	1.76	17
Rapport with students	1.48	18

Table 7

Rank Order of Outside the Classroom Concerns of First Year Teachers, N - 25

Concern	Scale (1-4)	Rank
Physical/emotional stress	2.67	1
Knowing how and when to use special school services	2.40	2
Understanding union issues	2.33	3
Learning how things are done by teachers in the school	2.32	4
Finding out about community resources	2.00	5
Teacher legal rights	1.88	6
County supervisors	1.85	7
Relations with parents	1.84	8
Student legal rights	1.83	9
Building administrators	1.80	10
Sense of isolation from other teachers	1.71	11
Understanding the community in which the school is located	1.63	12
Extracurricular assignments	1.60	13

Table 8

Rank Order of Classroom Concerns of Second-Year Teachers, N = 15

Concern	Scale (1-4)	Rank
Time spent in preparation/evaluation	2.80	1
Record keeping, administrative matters	2.73	2
Classroom control, management, discipline	2.27	3.5
Diagnosis of student capability/knowledge	2.27	3.5
Lesson/unit planning	2.26	5
Adequacy of supplies	2.07	7
Grouping for effective instruction	2.07	7
Skill in conducting discussions	2.07	7
Relevance of subject matter to students	2.00	10
Knowledge of adolsecent development, behavior	2.00	10
Designing tests, projects to evaluate student learning	2.00	10
Grading student work	1.87	13
Students with special learning problems	1.87	13
Knowledge of varied teaching techniques	1.87	13
Curriculum materials knowledge	1.80	14
Dealing with individual student differences	1.60	15
Content area knowledge	1.53	16
Rapport with students	1.33	17

Table 9

Rank Order of Outside the Classroom Concerns of Second-Year Teachers, N - 15

Concern	Scale (1-4)	Rank
Learning how things are done by teachers in the school	2.27	1.5
Physical/emotional stress	2.27	1.5
Relations with parents	2.14	3
Sense of isolation from other teachers	2.13	4
Knowing how and when to use special school services	2.00	7
Extracurricular assignments	2.00	7
Building administrators	2.00	7
Teacher legal rights	2.00	7
Understanding union issues	2.00	7
Student legal rights	1.87	10
Understanding the community in which the school is located	1.79	11.5
Finding out about community resources	1.79	11.5
County supervisors	1.71	13

Table 10

Rank Order of Classroom Concerns of Experienced but Non-Tenured Teachers, N - 28

Concern	Scale (1-4)	Rank
Time spent in preparation/evaluation	2.89	1
Record keeping, administrative matters	2.81	2
Adequacy of supplies	2.50	3
Lesson/unit planning	2.46	4
Curriculum materials knowledge	2.18	5.5
Diagnosis of student capability/knowledge	2.18	5.5
Students with special learning problems	2.04	7.5
Designing tests, projects to evaluate student learning	2.04	7.5
Classroom control, management, discipline	2.00	9.5
Knowledge of varied teaching techniques	2.00	9.5
Grouping for effective instruction	1.96	11.5
Grading student work	1.96	11.5
Knowledge of adolescent development, behavior	1.86	13
Dealing with individual student differences	1.82	14
Relevance of subject matter to students	1.70	15
Content area knowledge	1.64	16
Skill in conducting discussions	1.57	17
Rapport with students	1.54	18

Table 11
Rank Order of Outside the Classroom Concerns of
Experienced but Non-Tenured Teachers , N - 28

Concern	Scale (1-4)	Rank
Learning how things are done by teachers in the school	2.36	1
Physical/emotional stress	2.29	2
Teacher legal rights	2.14	3
Understanding union issues	2.07	4
Knowing how and when to use special school services	2.04	5
Student legal rights	2.00	6
Finding out about community resources	1.96	7
Sense of isolation from other teachers	1.86	8
Relations with parents	1.85	9
County supervisors	1.74	10
Understanding the community in which the school is located	1.63	11
Building administrators	1.59	12
Extracurricular assignments	1.52	13

Table 12

Differences in the Classroom Concerns of First-Year, Second-Year, and Experienced but Non-Tenured Teachers, N = 68

Concern	Mean (on a scale of 1-4) First Year	Second Year	Experienced but Non-Tenured	F value
Record keeping, administrative matters	2.56	2.73	2.81	.559
Lesson/unit planning	2.72	2.26	2.46	.402
Content area knowledge	1.76	1.53	1.64	.387
Curriculum materials knowledge	2.28	1.80	2.18	.231
Relevance of subject matter to students	2.16	2.00	1.70	.109
Knowledge of adolescent development,behavior	2.00	2.00	1.86	.764
Classroom control, management discipline	2.92	2.27	2.00	.002[a]
Grouping for effective instruction	2.38	2.07	1.96	.182

[a] Significant at the .005 level

Table 12, continued

Concern	Mean (on a scale of 1-4) First Year	Second Year	Experienced but Non-Tenured	F value
Dealing with individual student differences	2.71	1.60	1.82	.0005[b]
Students with special learning problems	3.00	1.87	2.04	.0005[b]
Diagnosis of student capability/ knowledge	2.12	2.27	2.18	.889
Grading student work	2.04	1.87	1.96	.873
Designing tests,projects to evaluate student learning	2.20	2.00	2.04	.742
Time spent in preparation/ evaluation	3.04	2.80	2.89	.754
Rapport with students	1.48	1.33	1.54	.713

[b] Significant at the .0005 level

Table 12, continued

Concern	Mean (on a scale of 1-4) First Year	Second Year	Experienced but Non-Tenured	F value
Adequacy of supplies	2.52	2.67	2.50	.863
Skill in conducting discussions	1.96	2.07	1.57	.168
Knowledge of varied teaching techniques	2.13	1.87	2.00	.660

Table 13

Differences in the Outside-the-Classroom Concerns of First Year, Second Year, and Experienced but Non-Tenured Teachers, N = 68

Concern	Mean (on a scale of 1-4) First Year	Second Year	Experienced but Non-Tenured	F value
County supervisors	1.85	1.71	1.74	.895
Building Administrators	1.80	2.00	1.59	.359
Extracurricular Assignments	1.60	2.00	1.52	.228
Knowing how andwhen to use special school services	2.40	2.21	2.04	.311
Relations with parents	1.84	2.14	1.85	.615
Student legal rights	1.83	1.87	2.00	.765
Teacher legal rights	1.88	2.00	2.14	.579
Learning how things are done by teachers in the school	2.32	2.27	2.36	.954
Sense of isolation from other teachers	1.71	2.13	1.86	.471

Table 13, continued

Concern	Mean (on a scale of 1-4) First Year	Second Year	Experienced but Non-Tenured	F value
Physical/emotional stress	2.67	2.27	2.29	.248
Understanding union issues	2.33	2.00	2.07	.516
Understanding the community in which school is located	1.63	1.79	1.63	.818
Finding out about community resources	2.00	1.79	1.96	.785

Table 14

Differences in the Classroom Concerns of First- andSecond-Year Teachers, and Experienced but Non-Tenured Teachers, N = 68

Concern	Mean (on a scale of 1-4) First and Second Year	Experienced but Non-Tenured	F value
Record keeping, administrative matters	2.63	2.85	.355
Lesson/unit planning	2.53	2.50	.916
Content area knowledge	1.67	1.62	.736
Curriculum materials knowledge	2.20	2.23	.899
Relevance of subject matter to students	2.13	2.69	.047[a]
Knowledge of adolescent development,behavior	2.00	1.86	.462
Classroom control, management discipline	2.67	2.00	.005[b]
Grouping for effective instruction	2.26	1.96	.149

[a] Significant at the .05 level
[b] Significant at the .005 level

Table 14, continued

Concern	Mean (on a scale of 1-4) First and Second Year	Experienced but Non-Tenured	F value
Dealing with individual student differences	2.28	1.82	.061
Students with special learning problems	2.56	2.04	.039[a]
Diagnosis of student capability/ knowledge	2.17	2.18	.987
Grading student work	1.98	1.96	.966
Designing tests,projects to evaluate student learning	2.13	2.04	.694
Time spent in preparation/ evaluation	2.95	2.89	.821
Rapport with students	1.42	1.54	.560
Adequacy of supplies	2.58	2.50	.749
Skill in conducting discussions	2.00	1.57	.063

[a] Significant at the .05 level

Table 14, continued

Concern	Mean (on a scale of 1-4) First and Second Year	Experienced but Non-Tenured	F value
Knowledge of varied teaching techniques	2.03	2.00	.904

Table 15

Differences in the Outside-the-Classroom Concerns of First-and Second-Year Teachers, and Experienced but Non-Tenured Teachers, N = 68

Concern	Mean (on a scale of 1-4) First and Second Year	Experienced but Non-Tenured	F value
County supervisors	1.79	1.74	.814
Building Administrators	1.87	1.59	.207
Extracurricular Assignments	1.74	1.52	.304
Knowing how and when to use special school services	2.33	2.04	.166
Relations with parents	1.95	1.85	.699
Student legal rights	1.85	2.00	.468
Teacher legal rights	1.92	2.14	.335
Learning how things are done by teachers in the school	2.31	2.36	.828
Sense of isolation from other teachers	1.87	1.86	.955
Physical/emotional stress	1.87	2.29	.316

Table 15, continued

Concern	Mean (on a scale of 1-4) First and Second Year	Experienced but Non-Tenured	F value
Understanding union issues	2.21	2.07	.381
Understanding the community in which school is located	1.68	1.63	.793
Finding out about community resources	1.92	1.96	.860

Table 16

Rank Order of Classroom Concerns of First- and Second-Year Teachers, N = 40

Concern	Scale (1-4)	Rank
Time spent in preparation/evaluation	2.95	1
Classroom control, management, discipline	2.67	2
Record keeping, administrative matters	2.63	3
Adequacy of supplies	2.58	4
Students with special learning problems	2.56	5
Lesson/unit planning	2.53	6
Dealing with individual student differences	2.28	7
Grouping for effective instruction	2.26	8
Curriculum materials knowledge	2.20	9
Diagnosis of student capability/knowledge	2.17	10
Relevance of subject matter	2.13	11.5
Designings tests,projects to evaluate learning	2.13	11.5
Knowledge of various teaching techniques	2.03	13
Knowledge of adolescent development, behavior	2.00	14.5
Skill in conducting discussions	2.00	14.5
Grading student work	1.98	16
Content area knowledge	1.67	17
Rapport with students	1.42	18

Table 17

Rank Order of Outside the Classroom Concerns of First- and Second-Year Teachers, N-40

Concern	Scale (1-4)	Rank
Knowing how and when to use special school services	2.33	1
Learning how things are done by teachers in the school	2.31	2
Understanding union issues	2.21	3
Relations with parents	1.95	4
Teacher legal rights	1.92	5.5
Finding out about community resources	1.92	5.5
Building administrators	1.87	8
Sense of isolation from other teachers	1.87	8
Physical/emotional stress	1.87	8
Student legal rights	1.85	10
County supervisors	1.79	11
Extracurricular assignments	1.74	12
Understanding the community in which the school is located	1.68	13

Table 18

Rank Order of Classroom Concerns of Experienced but Non-Tenured Teachers, N-28

Concern	Scale (1-4)	Rank
Time spent in preparation/evaluation	2.89	1
Record keeping, administrative matters	2.85	2
Relevance of subject matter to students	2.69	3
Lesson/unit planning	2.50	4.5
Adequacy of supplies	2.50	4.5
Curriculum materials knowledge	2.23	6
Diagnosis of student capability/knowledge	2.18	7
Students with special learning problems	2.04	8.5
Designing tests, projects to evaluate student learning	2.04	8.5
Classroom control, management, discipline	2.00	10.5
Knowledge of various teaching techniques	2.00	10.5
Grouping for effective instruction	1.96	12.5
Grading student work	1.96	12.5
Knowledge of adolescent development, behavior	1.86	14
Dealing with individual student differences	1.82	15
Content area knowledge	1.62	16
Skill in conducting discussions	1.57	17
Rapport with students	1.54	18
Grading student work		

Table 19

Rank Order of Outside the Classroom Concerns of Experienced but Non-Tenured Teachers, N-28

Concern	Scale (1-4)	Rank
Learning how things are done by teachers in the school	2.36	1
Physical emotional stress	2.29	2
Teacher legal rights	2.14	3
Understanding union issues	2.07	4
Knowing how and when to use special school services	2.04	5
Student legal rights	2.00	6
Finding out about community resources	1.96	7
Sense of isolation from other teachers	1.86	8
Relations with parents	1.85	9
County supervisors	1.74	10
Understanding the community in which the school is located	1.63	11
Building administrators	1.59	12
Extracurricular assignments	1.52	13

Table 22

Differences in the Classroom Concerns of Beginning Teachers Based on Age, N = 68

Concern	Mean (on a scale of 1-4) under 25	26-35	36-45	46-55	Sig. of F
Record keeping, administrative matters	2.50	3.00	2.75	3.00	.300
Lesson/unit planning	2.50	2.47	2.42	3.33	.486
Content area knowledge	1.63	1.63	1.58	2.33	.466
Curriculum materials knowledge	2.13	2.21	2.42	2.33	.840
Relevance of subject matter to students	2.06	1.95	1.58	2.33	.358
Knowledge of adolescent development,behavior	2.10	1.84	1.57	2.67	.058[a]
Classroom control, management discipline	2.65	1.84	1.57	2.67	.124
Grouping for effective instruction	2.19	2.26	1.86	2.00	.514

[a] differences significant at the .05 level

Table 22, continued

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Concern	Mean (on a scale of 1-4) under 25	26-35	36-45	46-55	Sig. of F
Dealing with individual student differences	2.32	1.79	1.86	2.67	.158
Students with special learning problems	2.52	2.21	2.21	2.00	.643
Diagnosis of student capability/ knowledge	2.09	2.21	2.36	2.00	.821
Grading student work	1.88	2.26	1.71	2.33	.370
Designing tests,projects to evaluate student learning	2.00	2.11	2.36	1.67	.546
Time spent in preparation/ evaluation	2.88	2.89	2.93	3.67	.645
Rapport with students	1.44	1.42	1.43	2.33	.262
Adequacy of supplies	2.50	2.79	2.36	2.33	.603
Skill in conducting discussions	1.97	1.79	1.50	2.00	.474
Knowledge of varied teaching techniques	1.97	2.11	1.93	2.33	.846

Table 23

Differences in the Outside-the-Classroom Concerns of Beginning Teachers Based on Age, N = 68

Concern	Mean (on a scale of 1-4) under 25	26-35	36-45	46-55	Sig. of F
County supervisors	1.81	1.89	1.38	2.33	.279
Building Administrators	1.88	1.67	1.62	1.67	.776
Extracurricular Assignments	1.84	1.83	1.00	1.33	.015[b]
Knowing how and when to use special school services	2.28	2.39	1.77	2.33	.207
Relations with parents	1.97	1.72	1.85	2.67	.470
Student legal rights	1.78	2.00	2.07	2.00	.696
Teacher legal rights	1.94	2.00	2.21	2.00	.831
Learning how things are done by teachers in the school	2.25	2.61	2.14	2.33	.475
Sense of isolation from other teachers	1.88	2.06	1.50	2.33	.411

[b] differences significant at the .01 level

Table 23, continued

Concern	Mean (on a scale of 1-4) under 25	26-35	36-45	46-55	Sig. of F
Physical/emotional stress	2.47	2.33	2.36	2.67	.913
Understanding union issues	2.26	2.29	1.86	1.67	.437
Understanding the community in which school is located	1.71	1.65	1.50	2.00	.766
Finding out about community resources	1.90	1.88	2.00	2.33	.878

Table 32

Differences in the Classroom Concerns of Middle School Teachers and High School Teachers, N = 68

Concern	Mean (on a scale of 1-4) Middle School Teachers	High School Teachers	F value
Record keeping, administrative matters	2.82	2.56	.264
Lesson/unit planning	2.59	2.41	.439
Content area knowledge	1.67	1.63	.846
Curriculum materials knowledge	2.28	2.11	.478
Relevance of subject matter to students	1.74	2.26	.016[a]
Knowledge of adolescent development,behavior	1.97	1.89	.675
Classroom control, management discipline	2.33	2.46	.595
Grouping for effective instruction	2.13	2.14	.943

[a] Significant at the .01 level

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Table 32, continued

Concern	Mean (on a scale of 1-4) Middle School Teachers	High School Teachers	F value
Dealing with individual student differences	2.21	1.93	.265
Students with special learning problems	2.49	2.14	.182
Diagnosis of student capability/ knowledge	2.31	2.00	.171
Grading student work	2.00	1.93	.782
Designing tests,projects to evaluate student learning	2.00	2.21	.358
Time spent in preparation/ evaluation	2.92	2.93	.975
Rapport with students	1.33	1.66	.085
Adequacy of supplies	2.38	2.78	.109
Skill in conducting discussions	1.67	2.04	.111

Table 32, continued

Concern	Mean (on a scale of 1-4) Middle School Teachers	High School Teachers	F value
Knowledge of various teaching techniques	2.03	2.00	.907

Table 33

Differences in the Outside the Classroom Concerns of Middle School Teachers and High School Teachers, N = 68

Concern	Mean (on a scale of 1-4) Middle School Teachers	High School Teachers	F value
County supervisors	1.63	1.96	.143
Building Administrators	1.58	2.00	.053[a]
Extracurricular Assignments	1.37	2.00	.002[b]
Knowing how and when to use special school services	2.18	2.25	.759
Relations with parents	1.76	2.11	.164
Student legal rights	1.82	2.03	.299
Teacher legal rights	1.87	2.21	.134
Learning how things are done by teachers in the school	2.16	2.55	.079

[a] Significant at the .05 level
[b] Significant at the .01 level

Table 33, continued

Concern	Mean (on a scale of 1-4) Middle School Teachers	High School Teachers	F value
Sense of isolation from other teachers	1.61	2.21	.018[b]
Physical/emotional stress	2.42	2.41	.974
Understanding union issues	2.16	2.15	.969
Understanding the community in which school is located	1.58	1.78	.337
Finding out about community resources	1.95	1.93	.928

[b] Significant at the .01 level